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ABSTRACT

To determine a basic design for training Colorado State University (CSU) faculty for assignment to international development programs, a written questionnaire and oral interview were administered to faculty with experience in international programs in Africa, the Middle East, and Latin America. A subset of 10 selected from each geographical region, representing long-term and short-term assignments in a cross-section of disciplines (Animal Science, Agronomy, Engineering, Economics, etc.), answered the questionnaire and were interviewed. Foreign graduate students who had contact with American development projects in their home countries were also interviewed. Information was analyzed and synthesized into 11 categories: positive and negative characteristics of Americans overseas; understanding the socio-political scenario, including history of previous development programs; geography, climate, and topography; cultural understanding; a knowledge base about small producers, to facilitate transfer of technology; flexibility and adaptability to new surroundings; immersion experiences; team building, commitment, and counterpart relationships; family participation in training and in life overseas; language training; and training activities and materials. The categories suggested different components of any training design. The stories, quotes, and advice received pointed to content that CSU faculty felt should be included in training. The questionnaire, interview sheet, and a tally of the written questionnaire are appended. (CM)

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TRAINING FOR INTERNATIONAL DEVELOPMENT

A Summary of Faculty and Foreign Student Interviews

by

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Prepared under the Title XII Strengthening Grant

Program of Colorado State University

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TABLE OF CONTENTS

		Page
I.	Introduction	1
II.	Procedure	2
III.	Interviews	3
	A. Positive and Negative Characteristics of Americans Overseas	4
	B. Understanding the Socio-Political Scenario and Previous Development Programs	6
	C. Geography, Climate, and Topography	10
	D. Cultural Understanding	11
	E. The Small Producer--A Knowledge Base for the Transfer of Technology	14
	F. Settling In To New Surroundings--Flexibility	20
	G. Immersion Experiences	24
	H. Family Participation	28
	I. Team Building, Commitment to Counterpart Relationship	30
	J. Language Training	34
	K. Further Suggestions about Training and Activities	36
IV.	Appendices	38

I. INTRODUCTION

We undertook these interviews as one step in determining a basic design to train CSU faculty who will depart to work in existing and future international development projects. In keeping with Title XII objectives, we emphasize those projects related to food production in the developing countries, and more specifically, on projects that involve working directly with the small producer.

We realize that, after establishing some basic principles, any training program must be both site-specific and individualized. It must fit the needs of faculty members who will represent various levels of experience, who will have different assignments, and whose attitude about training will vary. The interviews brought out the fact that, with a few exceptions, past CSU intercultural training has been minimal or excluded from most technical project designs. This fact negatively affected project success in some cases. Those interviewed almost unanimously encouraged the inclusion of careful on-campus and in-country training in any project design. The interviewee gave us many specific ideas about what should be included. Many of our preconceived notions about good training designs have changed as a result.

We believe this Summary should be consulted by those who write proposals for international projects, who prepare project staffs for work overseas, and who are interested in strengthening their capabilities to produce effective international development programs for the small farmer. It may also be valuable as a vehicle for training itself as it gives a lot of insight into the overseas experiences, good and bad, of faculty members and their families.

II. PROCEDURES

We first separated the master list of all CSU faculty having experience in international programs into those with experience in Africa, in the Middle East, and in Latin America.[1] We then selected a subset of ten from each geographical region that represented not only a cross-section of disciplines (Animal Science, Agronomy, Engineering, Economics, etc.), but also both short- and long-term assignments. Additionally, with the help of the Office of International Programs, we obtained a list of foreign graduate students who were from the three geographical areas and who were in some way involved with food production. These students all had previous contact in their home countries with Americans working on development projects. We assumed that (as proved to be the case) they would offer valuable insights from a perspective quite different from that of the CSU faculty.

We decided to administer to the faculty both a written questionnaire and an oral interview with the former serving to reveal our own biases and predispositions, to "break the ice" for purposes of interviewing, and to give people a time to reflect on their experiences prior to the interview.[2] We asked standard questions of everyone during the interviews, but each interview took its own course, with many valuable additions to the basic questions. The questionnaire and interview sheet are included (Appendices A and B) as well as a tally of the written questionnaire (Appendix C) which we ranked by multiplying the number of responses under a priority rating by that rating and assigning a total.

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[1] Using the "CSU Faculty Directory of International Expertise and Experience" publication of the Office of International Education

[2] We did not administer a questionnaire to the foreign graduate students since it pertained more directly to faculty experiences.

III. INTERVIEW SUMMARIES

After recording each interview, we analyzed and synthesized the information into the following eleven categories which stood out during the interviews.

A. Positive and Negative Characteristics of Americans Overseas

B. Understanding the Socio-Political Scenario, including a history of previous development programs

C. Geography, Climate, Topography

D. Cultural Understanding

E. The Small Producer - a knowledge base enabling the transfer of technology

F. Settling in to New Surroundings - flexibility and adaptability

G. Immersion Experiences

H. Team Building, Commitment and Counterpart Relationships

I. Family Participation - in training and in life overseas

J. Language Training

K. Training Activities and Materials

These categories themselves suggest different components of any training design. The stories, quotes, and advice we received in many cases point to the content that CSU faculty feel should be dealt with in training within these categories. Questionnaire priorities and those priorities (as measured by the amount of time and interest) given to a topic during the interviews did not always correspond. This raises the question of whether what people say they want on a questionnaire is to be taken more or less seriously than the message or needs implied during an interview.

A. Positive and Negative Characteristics of Americans Overseas

An informative place to start is the perception of those foreign graduate students now at CSU who have had experiences with university faculty and other (North) Americans overseas. Though there was criticism, most were helpful, consistent, and supportive of U.S. development assistance. However, they wished to see improvement. The foreign students advised that those Americans who were outgoing, who desired to interact with host country nationals (HCN), who wanted to go to new places and try new things, in general, created the best images. Professional competence and "Yankee ingenuity" were mentioned as positive characteristics. Yet, there was always the qualification that jumping right into professional work can seem overeager and domineering.

The poorest images have been created by the "enclave" Americans who worry about what they don't possess in the host country, who attempt to recreate their former lifestyles with little genuine interest in local people, and who have little patience with that which is slower or less efficient than what they were familiar with in the U.S.

We were told that university and technical assistance people often don't recognize the extent to which these negative images have been created already by other kinds of American representation. Frequently referred to were the images created by Hollywood movies which are widespread; images created by oil companies, fruit companies, and other large U.S. business interests; images created by U.S. military presence; and, most frequently mentioned, the involvement of our CIA in the international affairs of host countries. Hollywood portrays America as rich and over consumptive. Big business has left a 150-year legacy of exploitation and colonialism. We were told many times that Americans are extremely uninformed or naive about the extent to which the CIA has created apprehension among educated HCN's toward Americans.

With these disadvantages always present, those interviewed felt it very important that faculty preparing to work overseas, who had little connection with those who were causing negative imagery, be enlightened and realistic about those images and be prepared to counter them.

Clues for enhancing our image are perhaps best contained in the unabridged quotes from some of those interviewed.

"You should count on modest tastes and a simpler lifestyle."

"Some hardship should be no problem if the person has commitment, a good attitude, and looks forward to the experience."

"Care must be taken to remove the colonization attitude through careful human contact as opposed to professional contact."

"Relax and do the social informal things first. Care should be given to small detail in social encounters. If a man offers you a beer kept cold by pre-modern means, that is worthy of notice. Most Americans don't realize that eating with gusto and drinking the same way is sometimes more important in gaining acceptance than being a good specialist."

"Americans look for convenience, which means they don't get to know people or the country (supermarket vs. market shopping, etc.)."

"A good quality in some Americans is that they give their own opinion and not the official idea. That is how we know that Americans are better than your foreign policy."

"We resent the image of the Latino presented in American movies, just as you should resent the image of the North American."

"Americans must live more simply - we do not respect the affluence associated with the colonialist."

"Most of us take seriously what the CIA did to Allende in Chile. The technician may not be involved directly, but most of them I've seen come to work with little social understanding of the projects and where they live. It appears that they are, in attitude, like the American businessmen that were being protested. I don't understand how the American middle class can tolerate what the CIA has done."

"All of us who have been to the university have an image of the CIA, but the peasant has not the same image. He judges you as one individual."

"Americans, especially administrators, are reluctant to expend time and enjoy (emphasize) other people. More time must be given to understanding social conditions by the technicians."

"The attempt to learn a language means a lot with Latins. Spanish and Portuguese can be learned to some degree even by short-term people. You could begin by examining the impatient attitude I have felt here toward those who don't speak or are learning English."

"Among the educated class of people, American programs have a superior or imperialistic image, but the country people -- it is not as true with them."

"If you put your children in the local school, they will learn more; and there will be every reason for you to meet many of the local people."

These are representative of the kinds of comments we received. Even though they were somewhat critical, most were quick to add that they favored development assistance; and nearly all offered to participate in training programs for faculty. It is our recommendation that this added perspective be included in training and that we can expect and should welcome it as constructive criticism.

B. Understanding the Socio-Political Situation

A universal theme among those interviewed was that "projects don't fail from lack of technical understanding or expertise," but that success is more often limited by socio-political and cultural factors. Several suggested that a good place to begin understanding general facts or an overview of the size, population, economy, politics, etc., of a country seems to be the country desk or post reports* and other reports that are continually updated by AID. A more expository view of the current conditions in a country or a region can be obtained by using materials from the American University Field Service (AUFS) or Peace Corps Country Management Annual Reports. Most felt that training should begin with this sort of "big picture" that includes, for example,

*Now called Country Updates

colonial history, U.S. investment history, history of past U.S. policy and development programs in that country. Several requested that statistics about per capita income, increases and decreases in agricultural production, imports, exports, land tenure, etc. be described in relation to other countries so that participants have an accessible frame of reference. The purpose of getting a broad overview is to be able to see where one's own project fits into the mosaic of what has happened and what is happening in the host country. Several felt that more attention should be given to the description of traditional tribal, regional, and class differences as well as governmental institutions in putting together that mosaic.

Participants should have a description not only of the agencies with which they will be working, but also a knowledge of all others which have something to do with irrigation, erosion control, marketing, or whatever the project involves. They should know what other nations are operating in the country with development programs. (Example: both Canadian and German programs are widespread.) It should be known which programs have been successful or have failed. Several faculty members felt that hard and soft technology programs should be compared during this portion of the training. Projects should find out how many years people have been using a particular technology in question (e.g., the long history of irrigation in Egypt). Several faculty referred to the frustration of team members who wanted to accomplish more, but lacked this "big picture." Having it might have enabled them to see their work as an important part of a thirty-year effort or the reestablishment of a program of long standing.

AID offers a two-week training program in Washington, D. C., for all those going overseas for more than two years. The first part is heavy on logistical information such as packing, insurance, etc. During the second week there are several days devoted to the different development models and the past history of involvement. This past involvement is linked to the current contract. Some

faculty members felt that this AID training was useful in some cases, but they regretted that it did not exist for temporary duty (TDY) faculty and had not been fully utilized by projects for their long-term people for a variety of reasons. In our conversations with AID about this, they suggested that we study and adopt some of their materials (especially the socio-political orientation materials) for TDY people. For long-term participants they encourage the two-week Washington, D.C., training program, but recognize it is not always feasible. They are willing to familiarize us with what is available for use by individual projects.* Three foreign graduate students felt that U.S. development projects had so many strings beneficial to U.S. investments attached, and AID was so much a part of those policies that the training program should not rely on AID for its socio-political overview. They encouraged the use of CSU foreign students to temper these views.

Some faculty suggested that in our on-campus training design we consider the use of literature from or about the region (historical novels, short stories in translation) to understand the socio-political issues and that the project establish a good in-country library. Still others suggested a seminar where undergraduate and graduate students, professors, departing faculty, and foreign graduate students could focus on particular aspects of the socio-political scenario of a region. They could then tie in undertreated topics now emphasized by Title XII, such as the role of the small producer and problems relating to the transfer of technology within that scenario.

Some faculty members felt uneasy with the sharp class distinctions they encountered overseas and with the use of servants. Others said this was to be expected. There seems to be a number of socio-political differences here that may correspond to the kind of colonial rule (British, French, or

* A review of existing training programs and materials is underway.

Spanish, etc.) which a given country has experienced. Bureaucracies, working hours, social customs, laws, etc., are all affected in this regard. Ethnic, tribal, and kinship differences need to be treated carefully. Stories were told to us of projects which had made the mistake of placing technicians from one tribe in charge of staff members from other tribes or clans. Such arrangements never overcome 500 years of traditional friction between the two groups. The class distance between HCN middle class technicians and professionals and the small producer program recipients was a topic that appeared in nearly every interview. This and interagency relationships will be discussed more thoroughly in the section on team building and counterpart relationships.

C. Geography, Climate, Topography

Along with socio-political understanding comes the understanding of the physical characteristics of a particular country. While most faculty had some knowledge of world geography, they felt materials and activities should be made available in training for those who wished to pursue this important area. It was suggested that everyone, including family members, should know the basic configuration of the country, important terrain features such as shorelines, lakes, mountain ranges, major rivers, plains, deltas, etc., as well as major cities and how the states or provinces are arranged. Good, large-scale maps and slides depicting the different climatic zones and vegetation should be available during training. Several faculty requested that maps be provided in a packet for each family.

On several occasions interviewees commented on the adjustment they had to make psychologically when the new country did not appear as they had expected. They felt that some slides and films prior to leaving would be desirable. One person who had packed all the wrong things was taken aback by the montane climate of the town in which they lived. Although in a tropical country, the higher altitude often necessitated use of sweaters or jackets in the mornings and evenings.

Geography, of course, greatly determined both culture and development potential and the type of technology to be applied. It was suggested that the agricultural sector reviews and analyses made available from AID's country desk would be an important reference for projects since its format makes these connections.

D. Cultural Understanding

Judging from the number of stories told and the amount of time given to the topic, cultural understanding is an important but problematic aspect of the training program. This kind of understanding goes beyond a socio-political overview. It helps people enjoy rather than fear new encounters, avoid embarrassment, and get out of touchy situations gracefully.

We were given many examples of the importance of cultural understanding, such as the person who discovered that in his particular area old women smoked pipes in public, but only prostitutes smoked cigarettes. The careless pointing of a foot, the unwitting utilitarian treatment of a revered object, the impatience with a delay in a long ceremony could all have possible cultural repercussions. This seemed to be especially important with projects that had increased the time spent with small farmers and other non-professionals. In such projects there are countless social situations where the individual is judged first as a person and only later as a professional. We were told about several projects that suffered setbacks as a result of inadequate cultural understanding.

One faculty member advised us to focus in on a people's sense of adequacy and inadequacy; that is, what is moral or immoral? What are acceptable behavior patterns? What are the hierarchies, sex differences, the patterns of ownership or links to property? Are these grounded in religious ideas or are they of secular origin? As one interviewee said:

> The biggest question for a change agent is how to do enough adjusting ('when in Rome . . .') that you have become accepted and then can do some strategic non-adjusting. (That may produce change.)"

Faculty members requested knowledge about how a particular people deal with conflict, how they save face, and how one knows when he's really got an understanding or agreement and not just a polite response. Others were concerned

with daily situations like greetings, accepting food or drink, asking for directions, bribery, pay-offs, refusing favors, taking leave of and dismissing servants or visitors. As one person put it,

> "I didn't learn until too late that you must raise your glass, or they'll just keep pouring." And another,
>
> "Then I found out that 'Inshallah' means 'I hope so' -- not a firm commitment. We also learned about the issue of gift-giving, and when payment was or was not expected in certain cultures."

Perhaps the most talked about cultural differences dealt with time and cleanliness. These are issues which will merit considerable attention in any training program. One faculty member quoted a colleague,

> "The U.S. sees time as important, where most of the world finds people important."

Several graduate students said,

> "You Americans need to relax your grip on your wristwatch."

One faculty member put this into perspective:

> "You must invest more time in things which our system at home allows us to neglect. We must cultivate relationships that are not only expedient but are genuine and cultivated over time."

Training, we were told, should help us operate in a different time zone (or pace):

> "Being late (in some Latin American countries) or the retraso is the customary leeway we give to a guest to show that part of the enjoyment (of a social event) is removing the pressure of having to be there at just the right time. This does not carry over to the professional office, most of the time."

Certain religious views and national histories have removed the urgency especially from social occasions, but the carryover into the workplace is noticed by most Americans. In the views of several graduate students we interveiwed, machines like telephones and video-recorders have not replaced personal contact to the extent that they have in the U.S. As one student put it:

"When I want to see my brother, I could call him, but I feel to go and see him. It is harder, but it is easier."

Other cultural problems include American atiitudes toward cleanliness. A letter from a faculty member states that his family spent four hours a day just "keeping the place sterile." Many said that one has to "get ready for the dirt; this is the greatest shock." We were told this especially from those with experience in the Middle East. The related issue of health care is a very important training topic. There were many opinions about staying healthy which ranged from "go native and get used to it, " to "these are the things you must avoid," to "avoid it all!" We were reminded that there are serious health problems that can affect a family's or an individual's whole experience and effectiveness. This part of the training should be very accurate. The importance of breaking bread with one's host has a much higher symbolic value in most foreign countries than in the U. S. The degree of willingness to try new food and drink and to eat and drink with guests is often taken as an indicator of how much you really respect and want to be with and work with an individual or group. Good information about problems with food and drink can allow a person to make decisions about what to eat and then to relax and enjoy such meals. After the basic knowledge is presented for health and safety, there is much useful information for those who wish to adopt their lifestyles in various degrees to fit the local custom. One interviewee said,

"You can't pick through vegetables (at the market) over there without offending, so you buy more and throw some away. It's still cheaper than the (U.S.) supermarket."

Nearly everyone felt that some training time should be given to learning how to shop, barter, handle foreign currency, etc. This will be treated later in the section on settling in. There were frequent requests for more use of 2 x 2 slides in training in order to give some realism to the expectations of those preparing to leave.

E. The Small Producer - A Knowledge Base for the Transfer of Technology

It was suggested that both the design and content of this portion of the training be focused on those countries where CSU has a history of past involvement. These countries include Mexico, Guatemala, Nicaragua, El Salvador, Chile, Peru, Costa Rica, Sudan, Egypt, Lesotho, Kenya, South African regions, Saudi Arabia, India, Sri Lanka, and Thailand. There was general agreement that similarities exist among pre-technological small farming systems even on different continents (slash and burn, grain storage, small animal husbandry, etc.). It was also suggested by two faculty members that we could utilize local small farming systems for field trips such as those in the San Luis Valley or the Montrose-Delta areas.

We were told that the knowledge gap about and reluctance to serve the small producer also exists in developing countries among middle class professionals. For this reason it was suggested that "on-farm" focus, advocated by AID, the U.N., the World Bank and others, must be agreed upon ahead of time and written into any proposal or contract. The training that follows should then involve project HCN's and reflect that on-farm focus in its materials and activities. One project successfully used a questionnaire with small farmers as the basis for the next step of the project, thus inducing both the HCN's and American professionals to interact with farmers from the beginning. (They also had a per diem for time spent in the field.)

Nearly all interviewees supported the idea of establishing slide collections for pre-service training, one from Africa, one from the Mid East, and one from Latin America, depicting small farming practices from each region. Several faculty offered their slide collections for review, from which we expect to duplicate a number of slides (see appendix D for letter requesting assistance with the small producer slide shows). Those interviewed who had contact with

the small producer felt that all would benefit from this part of the training design even though they might have little contact with small farmers during their assignment. They spoke highly of those experiences calling them "meaningful," "commitment building," and most added that experiences should be arranged to allow interaction with small farmers soon after arriving in country (see Immersion Training, pp. 24).

We were given much good information stemming from the experiences people had with small farmers. From these we are able to discern major topics to be dealt with within this part of the design. Much advice about the transfer of technology was interjected into these stories.

The small producer, peasant, campesino, or fallahin, etc., described to us is a traditional person who wants to know the American first as a man or woman and later as an engineer or sociologist.

"These people accept the person first, then the technology."

"First comes the trust and the friendship and then you can present new ideas. Half the time they try new things just to please you without really understanding, but later on if it makes sense, they'll see it right away. If it doesn't, when you go, it goes."

The importance of good demonstration projects was raised. Even in cases where careful needs assessments or problem identification were conducted, there were limits on how much was understood or accomplished by discussing solutions in the abstract. It was pointed out that traditional country people respond more readily to that which can be seen. We were told of the importance of finding a respected neighbor or local person with a progressive attitude who is willing to try a new project. If that person accepts and supports the results, then change is likely.

"(Small) farmers respond to risk-free demonstrations that work."

"Don't use experimental plots or sets, use the land of respected but innovative individuals. They will convince the people, not you."

"Be careful not to favor particular groups with the initial benefits of demonstration projects.

We were cautioned that the very poor cannot afford to take a risk, give up the land or time that cuts into his subsistence schedule. It is wiser, therefore, to find those affluent enough or for whom it is at least fair to ask to take a risk. Another faculty member suggested that project leaders look for areas where there is already some history of success on the part of the host government agencies and where there exists some support infrastructure.

"Work first where government credibility is already good -- give those guys more credit, don't replace them."

"There are real limits on the'poorest-of-the-poor' emphasis. Stay away from it unless you can guarantee them (poor farmers) a no-risk contract."

"The microeconomy of the poor farmer is so calculated that even human feces is saved for the pigs. That's a careful but delicate economy."

The poor farmer is generally skeptical of government agencies and programs. They have heard many promises, seen many agency turnovers, been lied to. They tend to have a wait-and-see attitude. Quotes about this attitude included:

"The campesino has been lied to so much by our government that an agent must now gain confidence through friendship, which means much more time in each place."

"For the peasant there are religious restrictions to technology and the way the land is used, animals treated, etc."

"He's tired of product-oriented programs and wants to be taken seriously as a man."

"He's not bitter because nobody has tried to help him but because he's seen too many programs."

Many of these past programs were incomplete and imported with little on-site preparation or follow-through.

"Americans don't really recognize what a gap exists between farmers and administrators or technicians, and they spend too much time with the latter assuming that they have a rapport."

"They had been working with these farmers for ten years and didn't even know that they didn't irrigate at night, yet the whole program was set up for night irrigation."

"You may have to set the example if your counterparts don't like to get their hands dirty -- just don't let them know you expected anything else or that you're aware of their office-oriented routines."

There was the realistic admission by several that even after confidence has been gained, careful problem identification carried out, appropriate technologies carefully weighed and demonstrated, there may still be reluctance on the part of the small farmers to use them.

"There is a powerful network, which few Americans know about, involving family, friends, religion, class and culture -- those things that really influence one's behavior -- that have been doing things a certain way for a long time. To be different can often threaten that whole network."

In other words traditional beliefs have been arrived at and are shared by friends and family with whom one is primarily bonded and with whom one will be spending the rest of one's life. The power of such a social network can override the integrity of a technical concept even when that concept is understood and no threat to one's economy. It is for these and other reasons that the debate over the value of hard and soft technologies is important. In some cases soft technologies may seem less productive, yet stand a better chance of being institutionalized if they are more easily integrated into a traditional culture.

As mentioned, endorsement by respected people is more important in a traditional society -- ideas by themselves do not transfer just because they are sound technologically. While most rural development projects endeavor to identify local leaders, our interviewees point out that those identified have turned out to have less influence than first supposed.

"Some people own land but lack respect; others are well-liked but powerless. Be careful how you judge influence."

"Mullahs are good opinion shapers, but they are not well-educated for leaders with so much influence; and they have fallen in with the large land owners in many cases."

"The Green Revolution means nothing without access to credit, fertilizer, technical assistance, and a whole bunch of other things the farmer needs, including support from his wife."

The emphasis on the transfer technology has given rise to what was often called "the integrated approach" to rural development. This approach requires consideration of all aspects of the lives of people who are being asked to change. More recent international projects at CSU have written this approach into their project design and are now asking that training materials reinforce this inter-disciplinary emphasis. New technologies require rural poor to keep new hours, open bank accounts, travel more frequently, alter sex roles, and to enter into new and more equal partnerships. A case in point is the role of women in development. As one person put it, a new variety of rice may be introduced, but if women traditionally do the cleaning and selection of seeds in a culture, they need to be drawn into any discussion of hybrids and the reasons for changing seed selection practices. The widespread presence of women in development, especially women who are small farmers themselves, as many are, exemplifies the need for an integrated approach.

> "Some places in Africa, women produce 40% of the food, yet they are excluded from all these agricultural development programs."
>
> "Working with women in the LDC's is almost impossible for most men."
>
> "We used local women for introducing new recipes for the fish the men were raising."

We are working with CSU's Women in Development Project to further promulgate not only a greater involvement of both sexes, but to provide for more interaction during training between technicians and social scientists.

Finally, it was noted that the transfer of technology is often a matter of supply and logistics.

> "I didn't know what tools or materials I could expect to get, and I took a lot of things for granted that weren't there. With the time I had, I needed that in advance in order to give some thought about what could be done with what's available."
>
> "We had a lot of shovels on hand, but it hadn't occurred to us that shoes were hard to come by. Besides, those guys could do the same work with their hoes."

"For the want of one screw, the harvest stops."

"Some of these U.S. programs sold a lot of machinery, but included no parts later on."

"Dependence on supplies from the U.S. must be reduced."

"We need to integrate maintenance systems. There are tractor skeletons all over the countryside."

Viewing technology from the eyes of people who have not been surrounded by machinery gadgets all their lives requires re-thinking the obvious.

F. Settling In To New Surroundings (Flexibility/Adaptability)

Pre-service training to increase adaptability was rated as a low priority on the questionnaire. However, as we examined the comments about this, we realized that almost everyone said, "I'm pretty flexible, but I think flexibility is important for others to have." This could be interpreted as, "since I've had the overseas experience, I wouldn't need such training again; but the person going for the first time might." One person felt that flexibility should be a prerequisite for those going overseas and determined during screening. Since seasoned international faculty are among the best resources for this portion of training, we can hope that many would agree to participate as facilitators.

Adapting to one's professional work setting was the most frequent topic volunteered, more so than food, transportation, climate, scarcities, etc., which were also mentioned a number of times. In talking about frustration at work, the two most frequently mentioned difficulties were coping with a different pace and dealing with local bureaucracy.

> "We needed to know ahead of time who was involved. We tended to fall in with one group."
>
> "Perfectionists were constantly frustrated. Both the host country and the American bureaucracy overseas seem to work against you."
>
> "You never saw so many officials."

Foreign graduate students recognized American impatience with elaborate foreign bureaucracies and nad this advice

> "The FAO people were disillusioned by their unrealistic expectations. Our bureaucracy is still in the developmental stages and is duplicated because it requires time to establish the networks where people are really sure that this is being done by someone else."
>
> "You must respect elaborate bureaucratic procedures in our country and not try and short-cut as most Americans try to do."
>
> "In Latin America bureaucracy exists to employ people. The difference here is that human relationships are still more important than the rules, in most cases."

As one faculty member who was stopped for running a red light recalled,

> "I had the feeling this policeman was trying to size me up as a person before he decided which part of their vast bureaucracy he would employ."

We were advised that Americans should be prepared for most things to take twice as long as one expects them to. Others related that they learned to use private enterprise as a way of getting around bureaucracy. In sum, people advised that foreign bureaucracies are integrated with socio-cultural systems where human interaction has not been separated from the business at hand. They seem to make room for a variety of human enterprise and duplication which reduce efficiency while increasing employment. It was suggested that we design some role playing situations around this issue.

The attitude about time goes hand-in-hand with the impatience toward bureaucracy. Many Americans have gone overseas planning to get x amount of work done and to work from approximately 8 to 5. In actuality, overseas work days are often broken up according to changes in temperature and rainfall. In the Mid East and North Africa religious practice makes weekends different, and during the workweek the pace is often slower than we're used to. In the words of one graduate student whose government and agencies changed frequently,

> "If you are not sure of where you are going, why kill yourself getting there!"

We were reminded again of good advice given earlier -- that it is not that there is less work overseas, but that it is just a different kind of work, that time invested in human interaction must be expected by a visiting faculty member. We suggested that perhaps the training period itself should be designed to alter or adjust conceptions of time, that trainees should be allowed to scale down both their pace and expectations, and try new kinds of work. Most people favored some of this. One person suggested that trainees be assigned to a day of using public transportation in a strange city and of finding and talking to people they would normally not talk to.

"Mormons need to learn to drink tea, and people who ride need to learn to walk. That's just part of it."

"You need to spend some time with people that make you uncomfortable and learn to listen to them."

One person thought that role-playing activities where trainees had to barter to handle new currency would also produce some of the same effect. Foreign students offered to set up such market or business situations complete with props and problems.

It was emphasized that in most countries it is possible to find expatriate (American overseas) community oil companies, military, etc. that can help remove much of the need to adapt to new physical surroundings and can provide much of one's usual creature comforts. However, this may not help one cope with one's counterparts of the rural poor.

"Make a good number of local friends and don't rely entirely on the expatriate community. Start using local transportation, and you meet lots of people."

"You need some unstructured time at first to make friends (HCN) before you get busy. These will be the friends you can fall back on the rest of the time."

There are generally Americans in the country who have learned to live gracefully in both the expatriate and local cultures. These were felt to be the most valuable resource people for orienting newly arrived Americans.

People were divided on the amount of time they would need to settle in. Some wanted to be able to take some trips, practice the language and look around; others wanted to get right to work. It was mentioned that in some cases one's HCN counterparts will over arrange the first few days, and families should be prepared for a round of dinners, introductions, tours, etc. before having some private time to themselves.

Several women interviewed asked for immersion tours to introduce them to local economies, shops, public transportation, etc. They also wanted a session on how to deal with servants. Perhaps if servants are a fact of life in the

host country, this orientation could include and utilize them as language and cultural teachers in order to begin the relationship on egalitarian grounds. All this could be a follow-up of expectations already established by role playing, slides and descriptions during pre-service training. One person suggested that it should be agreed ahead of time that counterparts be given free time or credited with work time to assist the American in various aspects of settling in. It was also suggested that people be given a settling in shopping allowance to be used especially on the market tour.

Several interviewees requested a "survival packet" for use during initial entrance into the country. This packet might contain such things as maps, phrase books, a list of do's and do not's, a sheet on local currency and a sheet on how to buy fruits, vegetables and other food stuffs without incurring health problems, local customs and cultural orientation, country fact sheets, etc.

G. Immersion Experiences

During the interview, we proposed a trip of several days to familiarize newcomers with a cross section of the country's terrain, agriculture, cities, cultural and class differences. We suggested using public transportation and stopping periodically to meet with small farmers and their families. We had thought this might best occur before one jumped into a setting with one's counterparts, which is usually highly organized. While supporting the immersion experience concept, most faculty felt that realistically this experience should come after meeting one's counterparts, arranging for one's own basic human needs, and setting up house.

> "It is really two or three days before you can relax and see anything."
>
> "Most people go through a round of compulsive cleaning as an initial reaction to more dirt."

Fatigued from packing and travel, settling into a new climate requires extra time for resting. All this should be taken into account before or during the "hospitality blitz."

It was also felt that the immersion experience might best pair up Americans with an HCN counterpart who might also benefit from the experience (also see counterpart relationships).

> "There is no substitute for shared new experiences. Time in the bush could be a great way to develop trust with a counterpart, and there's no substitute for time in the bush."
>
> "Do this with a counterpart, but get the pace slowed down to head off the bewilderment of the first weeks in the country."
>
> "You can't get real commitment without contact with those who are bottom-line recipients of your work."
>
> "Depending on how it is set up, it could either create culture shock or be good therapy for it. Make it relaxed so there's time to visit a cemetery, a place of worship, a museum, etc., as well as looking at all those farming practices."

People were concerned that this not be a Peace Corps "sink or swim" type of experience, however. It should be individualized to fit the type and length of assignment. Said one wife:

> "Don't make this too shocking; some don't like challenges, others welcome them. Sound them out first."

On the other hand, some faculty requested as much as two to four weeks for these kinds of experiences.

> "I want to know what the whole place looks like -- not just my office or one country."

> "It is important to see a variety of terrain, geography, and to be able to stop and visit as you see something interesting -- you can't usually do that on a tour."

One project leader suggested that a van be made available for weekend exploration trips. Another person suggested that a van be available for shopping excursions. Others preferred use of public transportation and discouraged group touring.

With regard to arranging immersion experiences, we were given much good advice. Who are the people to help arrange such? It was felt that sensitive Americans may have better judgment than the HCN to plan such trips. It was said that HCN's are often reluctant to arrange other than a "luxury tour."

> "AID Mission Ag Officers are good contacts. The best guides we found were Peace Corps volunteers."

> "For the reluctant person, you may want to start spending a night or two with a sensitive American family who would then take you out to meet locals they knew."

> "Take your family out later after you have established some friends."

We were cautioned that these experiences should not be a burden on the hosts. Stops at small farms often result in the hosts lavishing things on the visitor that this family cannot really offer.

> "The trips are good, but you must make it possible for your counterparts or you to reimburse the hosting family with an acceptable gift." (Perhaps to the children to avoid the appearance of payment which might be offered.)

Also, it was advised that during initial rural visits conversation should center around the family, weather, crops, and informal topics. Talk about project objectives and future plans should not be rushed.

> "Good friendships are made before "the message" (institutional objective) is brought in. These will be your friends the rest of the time."

There were a few people who felt that at least in some locations, the overnight type of immersion experience should be avoided in the village setting. Others had suggestions about coping with this problem.

> "The day trip approach is best in Egypt unless there are those who opt for the village overnight."

> "You can usually set up cots in the local school if you feel it will be a big burden for a family."

There are often special problems for women who visit the countryside.

> "I liked the village experience, but I didn't have much opportunity to talk to other women."

This same adaptable faculty wife quietly took along her own sheets to make overnight stays a little easier. In general, women indicated a greater need for city immersion experiences.

Several people suggested that selecting a neutral site or route would increase the shared experience where Americans paired with HCN counterparts. Others suggested that the "scavenger hunt" approach (where the team had to bring back certain soil samples, crops, local agency information, pictures, etc.) could then be used when the whole team reunited. Coming back together to share field experiences seemed especially important.

It was suggested that one way to minimize culture shock, which most admitted was real, is to plan for people to talk about their adventures, blunders, and new finds. This should occur soon after each of the first few "immersion" or "field experiences" in country - such as the cross-country trip or shopping excursions (which themselves, it was pointed out, should be done in pairs or

very small groups). This group discussion was seen to be a good team-building and commitment-building activity to be done separately from the usual orientation meetings with AID officials and others.

H. Family Participation

Most interviewees expressed a need to examine the possibility of having the family overseas by giving careful consideration to the length of assignment and services available at the post to support a family. Some interviewees indicated that efforts should be made to see that a family (especially spouses) would fit in culturally and that they would have activities in which they could participate after settling in. Boredom is difficult to overcome in many places for spouses who are not involved in project activities.

Having said this, there were many comments about the pluses of family participation. Many foreign students and faculty encouraged this as the best way to accomplish something at the community level.

> "Family participation is the best diplomacy and will help insure acceptance. HCN's appreciate this and rural folk feel more at ease in this situation."
>
> "Having families there really helps working relationships - less apprehension."
>
> "More friendships occur with host country families when you avoid the compound setting."

These comments also refer to the easing of a possibly embarrassing situation presented by single males (viewed as a threat) in different social settings, a point that many Americans often were not aware of.

Family participation was also viewed as important in helping the technicians accomplish their work. Most faculty members said that such participation would lessen marriage strain, and this would help encourage commitment to the assignment.

There were important negative points raised on the issue of family participation. Foremost was the cost of having the family along, which presents a large problem for either the project or the individual involved. Another consideration should be whether wives (if this be the case) can be

assimilated in the culture. Oftentimes, the differences or obstacles of life in lesser developed countries make it very difficult for wives to feel comfortable in what they're doing. It may be impossible for them to maintain a lifestyle near that to which they are accustomed.

> "It's easy to shock wives . . . must prepare for the realities and dirt."

Once it has been decided that the family will accompany an individual overseas, all the faculty members felt it was necessary to include everyone in training. Some of the more pertinent comments include:

> "If your family knows what you're doing, you can relax a little and can share the commitment."

Being included in training, the family is given the same information as the technician and is made to feel a part of what is happening and what will take place in the place of assignment. This helps reduce tension and create reasonable expectations.

As far as specific training proposals, only a few were presented in the course of the interviews. When wives and families are included, returned wives and families should be used in the training. Their experiences were real and their accounts of these experiences are more credible than others. Specifically, "having foreign nationals doing this is a poor idea because they often feel constrained to avoid cleaning and household work." Families should also be encouraged to spend time with HCN's here in the States to begin feeling at ease in social situations with them before departing. In the host country, wives should be encouraged to make field visits to get a good feeling for the country and the work being done.

I. Team Building and Commitment

We have obviously referred a number of times already to both of these topics. They were rated as a high priority by faculty, some of whom had obviously worked on projects that lacked unity and dedication and others who had witnessed the benefits of both when present.

In assistance programs the stigma of "needing help" vs. being the helper always carries with it a certain burden. One foreign graduate student states his dilemma,

> "It is natural to resent the fact that your government lacks confidence in you and has to call in outsiders."

Americans are associated with programs that, in the eyes of many foreign students and HCN's, are merely extensions of U. S. foreign investments.

> "AID programs keep us from confiding in our own technicians - 75% of U. S. aid goes back into the pockets of the U. S. factories."

Most current assistance programs are more enlightened than this, and Americans face challenges that seem to prove this and to win the trust and friendship of counterparts. This is especially true of the field-based professionals who were not in on the contract design and may feel they are being replaced.

> "The relationship should not be competitive in any way or replacing, but rather a strengthening of a counterpart's professional competence."

> "As soon as we stopped being spellbound by AID's goals and objectives for our project, we realized that a lot of that was already going on, the expertise was already there."

> "You've got to have confidence in the field level biologists (HCN) and make sure they get the rewards."

We were told that it is important for Americans to let their counterparts know that they recognize that the facts behind a country's lack of development are seldom related to the work being done by the individual or his agency. This is where some knowledge of history and past development

programs helps.

> "I made sure that they knew that I knew how the war and poor handling of the Aswan Dam by the Russians had set back their programs."

It is important that U. S. team members have a good understanding of the political and economic constraints on a country's development in a way that says, "It's a question of opportunity; we know you can do it!"

We have already referred to the suggested need to provide situations for Americans and their counterparts to affiliate in an uncalculated way at first, then over "neutral problems, trips, or field experiences," and finally, talking together as a team about their own project's role in the country's development.

> "To win the HCN's confidence, there needs to be good informal interaction between locals and their families, Americans already in country, and the newcomers. Follow this with carefully disguised experiences that lead counterparts and trainers into encounters with the small producer which neither of them probably knows much about. You've got to have a format for this in the contract."

Then, as one faculty member added,

> "One basis for team building is to question the role of the project together and see how it ties into the long-range picture. You need to have to defend it together."

> "We didn't know the past history of the project; we didn't even see where the stuff we worked on was going. It was the same with the men in the plant. The managers didn't like the workers or care much about the project. I doubt if any of them had even seen the stuff given to the mothers that needed it (a soymeal nutritional supplement)."

It was widely felt that there were not enough satisfactory monetary or professional rewards to overseas service and, in fact, many disadvantages to one's advancement. However, this can be offset by rewards that are one's own and are humanitarian and cosmopolitan in nature. A successful team, it was felt, has to have commitment and then create its own support system for each member.

"Be sure and send the results of these interviews to our deans and department heads so that they can begin to recognize that there is a contradiction in wanting these projects, but making it a sacrifice to participate."

"You need to screen for commitment and compatibility. These teams should be recruited with the knowledge that the emphasis is humanitarian. The professional incentive is obviously lacking in many cases."

"If there's real commitment, no technical problem will slow you down."

"The administrators need the commitment building as much as the field staff, but you don't see this."

"Make the small producer the focus of your team and commitment building. Force both sides (U.S. and HCN) to put their own problems in perspective after comparing them to his (rural poor small producer)."

"If they take these trips together, where they put themselves in that person's shoes, it might take them off the defensive."

Team building has excluded TDY people and wives in the past. We were told that a special effort needs to be made to involve this group in the future (see section on family participation).

"The field people and the TDY people are not communicating here or at home. I think the orientation is more important for the TDY type so they won't feel so removed."

Wives voiced frustration at not being informed about such items as the liquor ration, mail procedures, or what was happening in the field. All but one person wanted their families included in sessions that dealt with the socio-political-economic understanding of the country.

Finally, we discussed involving small producers themselves as members of the team as well as being the subject counterparts. There are several models for including farmers as an essential part of any team. We refer here to the on-farm focus of the Pakistan and Egyptian water projects, the Peruvian Fisheries Project and several others currently in the proposal stage. Experiences and materials from these projects can be used during team-building activities.

One project director proudly describes the day several faculty members led and hosted by HCN technicians piled out of the car to help an unknown farmer whose cart was stalled. This was important since at the onset of the project it would have been beneath them to come to his assistance. Yet, they had acted as if it was a perfectly natural thing to do. "We knew we had come a long way and that it was working," he remarked.

J. Language Training

As a preface to this section, it should be said that this project was not designed nor does it intend to involve itself in the details of a language training program at CSU. Good programs already exist, both here and elsewhere in the public and private sector. However, the results of the questionnaire and interviews with the faculty indicate that the topic is of major importance and should warrant close examination. The findings are presented here as an indication of the concern for good language capabilities on the part of CSU faculty as a prerequisite for involvement in overseas development projects.

In response to the questionnaire, the faculty ranked intensive language training, with at least basic conversational competence, as the highest of ten areas of concern for pre-service training. The preferred mode of training was a combination of conversational classes and home study modules. The faculty also overwhelmingly supported the concept of family participation in this training when the family was going overseas.

The interviews further demonstrated the faculty's viewpoint on the subject. Many were adamant about competent language speakers for long-term assignments. Comments included:

"For long-term, language is a must."

"Language is a must before people leave for overseas -- not in country except as a follow-up."

"No substitute for this." (intensive language training)

"Can't emphasize it enough."

"Highest priority."

While the focus here was on the long-term personnel, the same general concern was expressed for the TDY people. Many of the interviewees indicated that language materials and introductory coursework should be presented as

part of a pre-service training program and that TDY personnel should be included. All agreed, as did the foreign graduate students, that some language is better than none. For non-esoteric languages like French and Spanish, courses are written to reach even short-term people. Suggestions included adding dictionaries, phrasebooks, and self-teaching manuals to the packets given to all departing individuals.

"Provide all the incentives for those who wish to become fluent."

Language training raises another issue that was alluded to by almost all the interviewees closely affiliated with CSU. That is, personnel assigned to overseas projects who are expected to work closely and deal effectively with HCN's need the cooperation of colleges, departments, and project leaders to learn a language. Two interviewees summarized this point clearly. The first said that "Deans and department heads must give support for the time to learn a language," and the second hoped to see that "The faculty be freed to study and possibly profit from the Title XII money available for language training." This point should be given careful consideration well in advance of scheduled departures.

In summary, it can be seen that the CSU faculty, in general, consider language training mandatory for helping people accomplish an overseas assignment effectively. Many programs are available to help project leaders accomplish this. Furthermore, the administration of CSU should recognize this need to help the interested faculty members learn languages through more release time and salary adjustments. It is important to try to institutionalize a process whereby language competence for key personnel is assured. The results of this survey can only show support for these efforts and encourage project designers to insure language competency from the onset.

K. Further Suggestions About Training and Activities

For the most part, faculty members were more prone to tell their experiences than to suggest the content for training. There was a great difference of opinion about how to do the training. There will need to be many options and much individualization in any one training design. Of course, it will ultimately be up to the project leaders and team members to decide the things people should do, read, or participate in.

Quite appropriately, several suggested that team members be given a pre-test to help determine what they already know about the culture, politics, project background, etc. People also requested that time be blocked out, free of departmental responsibilities, allowing them to focus on the training. This was especially true for language training. People were somewhat apprehensive of being inundated with readings. They tended to encourage having experts lead small group interaction, using readings to supplement these as resource people varied.

> "Train new teams with old project people -- we need to set up a good debriefing system."
>
> "Set up a pool of returned faculty in international experience who volunteer to spend time informally with people about to depart."
>
> "Let the host country people and graduate student give them stereotypes of Americans in a constructive way."
>
> "Trainees should have demonstrated prior interest and commitment."
>
> "Use sensitive host country types who have been around Americans and who can correct gracefully -- not counterparts -- find these people in advance."

The kind of materials suggested for training the interviewees varied, but nearly everyone wanted more slide presentations so that participants could picture the surroundings ahead of time and mentally prepare themselves for the change.

Several thought the training materials should include props from the host country, such as foods, currency and clothing. They also felt the differences in hours kept, room arrangement, etc. might be reflected in the training.

Activities mentioned for consideration included:

- Conflict resolution (critical incidents)
- Role playing
- Responding to critical incidents
- Field trips, placement in new settings
- Case studies (critical incidents)
- Discussion
- Novels
- Cooperative problem solving
- Instructured affiliation (picnics, volleyball, etc.)

Several people mentioned specific materials from AID, the UN, FAO, the International Farm Youth Exchange, CBS, the Thunderbird School, American University Field Service, and others.

We are now in the process of reviewing existing training programs for their activities, techniques, successes and failures. We will then match the content of these interviews with appropriate training activities and materials in the forthcoming training design.

APPENDICES

A. Faculty Questionnaire

B. Interview Questions

C. Questionnaire Tally

D. Sample Letter Requesting Slides

Please prioritize the following hypothetical training activities.

Indicate the mode of learning you prefer by circling your first choice.

Also, please indicate whether you see this as a training activity your family would participate in.

---

1. Gaining a better understanding of international development models and where your project fits in.

Low Priority 1 2 3 4 5 High Priority

Mode of Learning: Readings Lecture -- Discussion

Family Participation: Yes No

---

2. Understanding strong and weak points of past U.S. overseas development policy and programs.

Low Priority 1 2 3 4 5 High Priority

Mode of Learning: Films Readings Case Studies
Lecture -- Discussion

Family Participation: Yes No

---

3. An update on the socio-political-economic scenario of the country to be visited.

Low Priority 1 2 3 4 5 High Priority

Mode of Learning: Presentations by host-country nationals, foreign grad students, or other experts
Readings Class Discussions

Family Participation: Yes No

---

4. Understanding the geography, climate, topography of the region you will work in.

Low Priority 1 2 3 4 5 High Priority

Mode of Learning Readings Maps Charts
Graphs Descriptions in Class

Family Participation: Yes No

---

5. Training in cultural diagnosis and understanding.

Low Priority 1 2 3 4 5 High Priority

Mode of Learning: Role Playing Field Assignments during training
Games Readings Lecture--Discussion
Case Studies

Family Participation: Yes No

---

6. Training to increase your own flexibility in new and different surroundings.

Low Priority 1 2 3 4 5 High Priority

Mode of Learning: Being placed in some new situations during training
Readings Games Role Playing
Lecture--Discussion

Family Participation: Yes No

---

7. Intensive Language Training -- at least basic conversational competence before leaving.

Low Priority 1 2 3 4 5 High Priority

Mode of Learning: Modules for home study
Conversation classes
Crash 2-week course

Family Participation: Yes No

---

8. Pre-service knowledge base about the life of the small producer (rural poor target population served by your project).

Low Priority 1 2 3 4 5 High Priority

Mode of Learning: Slide Shows Readings Case Studies
Lecture--Discussion

Family Participation: Yes No

---

9. In-country immersion experience allowing you to meet and spend time with small producers before you begin your professional responsibilities.

Low Priority 1 2 3 4 5 High Priority

Mode of Learning: Structured Tour

Contacts arranged but with more unstructured time

Intensive live-in experience with one or two families

Family Participation: Yes No

10. Commitment and team-building activities.

Low Priority 1 2 3 4 5 High Priority

Mode of Learning: Cooperative Problem Solving

Team Field Assignments

Role Playing Readings

Discussion Groups

Family Participation: Yes No

Brief comments or suggestions:

INTERVIEW QUESTIONS APPENDIX B

Thinking back to your overseas experiences and the preparation you had for it, what kinds of training would you recommend be provided in the future for departing faculty?

Title XII emphasizes an increased understanding about the development process (problems with the transfer of technology, etc.) and the special needs of the small producer (rural poor) and their greater involvement in development projects. Did you have any preparation or background in this area?

Do you have any suggestions as to how this might best be accomplished in the future?

Did you have overseas time to get used to things prior to starting to work overseas? How much would you desire?

If you could have an immersion training experience prior to meeting and starting to work with your host country counterparts, what might be included?

How do you feel about involving your spouses in this training?

QUESTIONNAIRE TALLY APPENDIX C

Overall Priority

8th 1. Gaining a better understanding of international development models and where your project fits in.

Priority # 69
(out of possible 110)

Preferred mode of training:
1. Lecture/discussion
2. Readings

Family participation: Yes - 12 No - 5

NA (don't know, etc.) 5

7th 2. Understanding strong and weak points of past U.S. overseas development policy and programs.

Priority # 70

Preferred mode of training:
1. Case Studies
2. Discussion
3. Film

Family participation: Yes - 11 No - 5

NA 6

2nd 3. An update on the socio-political-economic scenario of the country to be visited

Priority # 96

Preferred mode of training:
1. Presentations by experts
2. Readings

Family participation: Yes - 18 No - 1

NA 3

6th 4. Understanding the geography, climate, topography of the region you will work in.

Priority # 73

Preferred mode of training:
1. Readings, maps, class descriptions

Family participation: Yes - 15 No - 2

NA 5

Overall Priority

5th

5. Training in cultural diagnosis and understanding.

Priority # 75

Preferred mode of training:
1. Lecture discussion
2. Readings
3. Field assignments
4. Role playing

Family participation: Yes 14 No - 4

NA 4

10th

6. Training to increase your own flexibility in new and different surroundings.

Priority # 60

Preferred mode of training:
1. Placed in new situations during training
2. Discussion

Family participation: Yes - 13 No - 2

NA 7

1st

7. Intensive Language Training -- at least basic conversational competence before leaving.

Priority # 104

Preferred mode of training:
1. Conversational classes
2. Modules for home study

Family participation: Yes - 16 No - 3

NA 2

4th

8. Pre-service knowledge base about the life of the small producer (rural poor target population served by your project).

Priority # 80

Preferred mode of training:
1. Slide shows
2. Case studies
3. Lecture discussion

Family Participation: Yes - 12 No - 5

NA 5

9th 9. In-country immersion experience allowing you to meet and spend time with small producers before you begin your professional responsibilities.

Priority # 68

Preferred mode of training:
1. Contacts arranged but with instructional time
2. Structured tours
3. Live-in experience

Family participation: Yes - 5 No - 11

NA 6

3rd 10. Commitment and team-building activities.

Priority # 87

Preferred mode of training:
1. Cooperative problem solving
2. Team field assignments

Family participation: Yes - 6 No - 9

NA 7

APPENDIX D

International Programs
Title XII Office
121 Shepardson
303/491-6272

Colorado State University
Fort Collins, Colorado
80523

I am currently involved with an effort here at Colorado State University to develop a training program for faculty and staff bound for overseas development projects. It is our hope to include in this brief pre-service program an overview to the region or country where the individual will be working. It is believed that short slide presentations will offer the best means of accomplishing this.

We are, therefore, interested in locating and duplicating some slides in the areas that interest us the most (see enclosed list). If you have any slides that could help us in developing our training program, we would be most grateful if you could contact me at the locations below. We are willing to pay for the duplication and provide extra copies of any outstanding slides in your collection if you desire.

We are hopeful that you can help us, and we thank you for your assistance.

Sincerely,

Mike Godfrey
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Title XII Office
121 Shepardson
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Ft. Collins, Colorado 80523
Phone 491-6093
Hone Phone: 482-6512

jg

Enclosure